



Burke Middle High School

244 President Street
Charleston, SC 29403

Grades	7-12 High School	
Enrollment	554 Students	
Principal	Maurice Cannon	843-579-4815
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	Average*
2011	At-Risk	Average
2010	At-Risk	At-Risk
2009	Below Average	At-Risk
2008	Below Average	Excellent

* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	3	12	4	11

* Ratings are calculated with data available by 11/14/2012.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	47.4%	54.1%	60.4%	58.0%	55.8%	63.7%
Passed 1 subtest (%)	17.5%	29.6%	23.1%	19.4%	23.1%	19.7%
Passed no subtests (%)	35.1%	16.3%	16.5%	26.7%	23.6%	20.9%

HSAP Passage Rate by Spring 2012

	Our High School	High Schools with Students Like Ours
Percent	71.7%	77.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	160	129	100	101
Number of Graduates in Cohort	89	70	63	68
Rate	55.6%	54.3%	58.8%	60.0%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	156	153	110	107
Number of Graduates in Cohort	81	94	70	73
Rate	51.9%	61.4%	58.4%	64.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	62.6%	55.2%
English 1	66.3%	48.0%
Biology 1/Applied Biology 2	57.9%	53.5%
US History and the Constitution	43.4%	25.6%
All Tests	57.4%	44.6%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=554)				
Retention rate	4.0%	Down from 5.2%	3.5%	3.0%
Attendance rate	92.1%	Up from 90.3%	94.3%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.9%	Up from 5.8%	1.7%	0.9%
Enrolled in AP/IB programs	18.7%	Down from 34.5%	4.8%	13.4%
Successful on AP/IB exams	N/A	N/A	25.9%	50.9%
Eligible for LIFE Scholarship	21.8%	Down from 23.6%	26.8%	30.1%
Annual dropout rate	8.3%	Up from 7.8%	1.8%	2.3%
Career/technology students in co-curricular organizations	0.4%	Down from 1.5%	3.4%	2.7%
Enrollment in career/technology courses	274	Up from 268	160	395
Students participating in work-based experiences	21.8%	Up from 0.0%	0.4%	7.4%
Career/technology students attaining technical skills	71.2%	Down from 73.9%	81.2%	84.0%
Career/technology completers placed	98.3%	Down from 98.7%	96.0%	98.4%
Teachers (n=64)				
Teachers with advanced degrees	62.5%	Up from 51.9%	62.0%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	72.2%	Down from 72.3%	81.1%	86.6%
Teacher attendance rate	98.7%	Up from 96.9%	96.1%	95.2%
Average teacher salary*	\$42,448	Down 0.4%	\$43,647	\$47,326
Professional development days/teacher	9.1 days	Up from 7.2 days	8.9 days	9.7 days
School				
Principal's years at school	1.0	Down from 5.0	2.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.3 to 1	19.0 to 1	27.1 to 1
Prime instructional time	90.5%	Up from 86.8%	89.9%	89.4%
Dollars spent per pupil**	\$13,952	Up 13.2%	\$10,444	\$7,708
Percent of expenditures for teacher salaries**	54.0%	Up from 53.3%	53.0%	57.1%
Percent of expenditures for instruction**	56.4%	Up from 55.9%	57.4%	59.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.1%	97.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	92	71.7%	331	57.4%	129	54.3%
Gender						
Male	42	71.4%	164	53.7%	60	45.0%
Female	50	72.0%	167	61.1%	69	62.3%
Racial/Ethnic Group						
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	91	71.4%	326	57.4%	126	54.8%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	18	27.8%	34	38.2%	20	20.0%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	81	71.6%	292	56.8%	110	55.5%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Burke Middle High School has experienced an excellent year of growth primarily in areas of academics and building positive relationships between all stakeholders. Our faculty has embraced a new outlook on preparing our students for high academic success. I am pleased with the focus of our students as well as the support our community has provided us. In this first year as principal of this great school we have continued to gain support from many external stakeholders. They have supported extended learning, field experiences, and financial support through grants and scholarships.

Students at our school have continued to reach for academic excellence. Through the implementation of our Bulldog Period, we have provided students with targeted instructional assistance that has supported students to better prepare for standardized assessments. This targeted period of intervention has also allowed teachers and students to strengthen their relationships with each other as we also reinvigorated the Advisor/Advisee program through the support of our Overcoming Obstacles curriculum.

I am very pleased to be the principal of this great school. Through the vision established as the instructional leader, we will continue to Educate, Explore and Empower our students to be agents of positive change in this community.

Maurice D. Cannon, Ed.S., Principal

Bruce Mitchell, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	33	36
Percent satisfied with learning environment	53.6%	62.5%	78.8%
Percent satisfied with social and physical environment	64.3%	78.8%	80.0%
Percent satisfied with school-home relations	28.6%	81.8%	73.5%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	35.0
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Burke Middle High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☒ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.4%	0.0%	No

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 9-12

All Students	218	214	67	65	96.8	95.7	55.6
Male	215	209	64	64	96.1	94.1	48.6
Female	222	220	69	67	97.6	97.6	62.1
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	218	214	67	65	96.7	95.6	55.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	12.5
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	218	213	67	65	97.6	96.3	57.0
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

Abbreviations for Missing Data

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
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English/Language Arts

All Students	2011	102	94.1	18.3	37.6	28.0	16.1	52.7
	2012	95	95.8	20.5	43.4	31.3	4.8	42.2

Mathematics

All Students	2011	102	95.1	41.1	37.9	16.8	4.2	31.6
	2012	95	94.7	31.3	48.2	9.6	10.8	31.3

Abbreviations for Missing Data